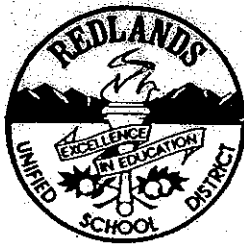


Revised 2008-2009

Grade K
Science

SCOPE
&
SEQUENCE



Redlands Unified School District



REDLANDS UNIFIED SCHOOL DISTRICT

Science

Scope & Sequence

INTRODUCTION:

The Science *Scope & Sequence* Committees have worked to develop pacing guides for grades Kindergarten through fifth that ensure RUSD curriculum addresses the Content Standards for California Public Schools. MacMillan/McGraw-Hill's *California Science*, are the adopted materials. With this in mind, teachers are to use this *Scope & Sequence* as the core of their Science instruction. Lessons listed in **bold** under "Text Support" are "core" lessons and have been selected to ensure that all students have access to the Content Standards for California Public Schools. Lessons listed in *italics* are suggested lessons. Due to the nature of the grade level, the Kindergarten curriculum does not indicate specific lessons for Extra Support or Challenge. Lessons to address the specific needs of English Learners are contained within a double box.

A WORD ABOUT THE DEVELOPMENT OF THE *SCOPE & SEQUENCE*:

The *Scope & Sequence* was developed by grade level groups of teachers from traditional and year-round schools. It is divided into trimesters. The Science committees used the 2004 Edition of the Science Framework for California Public Schools as a guide.

PACING:

Pacing for lessons is not specifically defined and should be planned trimester to trimester. Science lessons listed in the *Scope and Sequence* are considered the minimum of what should be covered in each grade level. Not all lessons in the Macmillan/McGraw-Hill textbook are listed in the *Scope and Sequence*. Only those lessons that adequately address the grade level standards are designated as "core" in this *Scope and Sequence*. Therefore, each trimester may be planned utilizing the following table that lists the number of lessons per trimester:

Lessons by Semester

	Semester 1	Semester 2
Kindergarten		
Unit	Physical / Earth Science	Earth Science/ Life Science
Chapters	5, 6 / 3	4 / 1, 2
Lessons	7 / 4	3 / 13



ACKNOWLEDGEMENTS

The Redlands Unified School District would like to acknowledge and thank the following people for their contribution in the areas of:

The Science Materials Adoption Fieldtest:

**Leslie Canales
Barbara DeNicolai
Michael Gorczyca
Angel Jones
Meghann Nafzgar
Andrew Neuenschwander
Laurie Sauvage
Brent Sharum
Stephanie Stover**

**Marla Carr
Carol Dyer
Cindy Hassett
Ann Keegan
Kelly Napoletano
Gary Peplow
Melodee Seccombe
Suzanne Siegelman
Heather Turner**

**Maria Clark
Judy Elder
Jeanie Hazlett
Dava Kelly
Kristen Nelson
Viola Perez
Lindsey Sexton
Teresa Steinbroner
Brandon Williamson**

The Science Scope and Sequence Development Committee Grade 3:

Cindy Hassett

Kelly Napoletano

Melodee Seccombe

**RUSD Science
Scope and Sequence Distribution by Standard
Grade K**

	First Semester	Second Semester
Physical Science		
1a	IIII	
1b	I	
1c	II	
Earth Science		
3a	II	
3b	I	IIII
3c	II	
Life Science		
2a		IIII III
2b		II
2c		IIII
Investigation and Experimentation		
4a	IIII	IIII
4b	I	
4c		I
4d		II
4a	IIII III	IIII IIII I



SCOPE & SEQUENCE: Science

GRADE: K

STANDARD	OBJECTIVE	TEXT SUPPORT
Physical Science	K PS 1.a Students know objects can be described in terms of the materials they are made of (e.g., clay, cloth, paper) and their physical properties (e.g., color, size, shape, weight, texture, flexibility, attraction to magnets, floating, sinking). K IE 4.a Observe common objects by using the five senses.	Unit 3 - Physical Science Chapter 5 – Exploring Matter <i>Day 1</i> Vocabulary Activities -Science Vocabulary TE p. 178G <hr/> English Learners - Vocabulary Activities TE p. 178G <hr/> <i>Technology TE p 178H</i> www.macmillanmh.com – Lesson 1 <i>Vocabulary games</i>
Physical Science	K PS 1.a Students know objects can be described in terms of the materials they are made of (e.g., clay, cloth, paper) and their physical properties (e.g., color, size, shape, weight, texture, flexibility, attraction to magnets, floating, sinking). K IE 4.a Observe common objects by using the five senses.	Lesson 1 – Paper and Cloth TE pp. 180-185 <i>Day 2</i> Be A Reader TE p. 181 Circle Time TE p. 180 <i>Paper Planes - A to Z Activity Book p. 32</i> <i>Paper Predictions – A to Z Activity Book p. 33</i> <i>Day 3</i> Be A Scientist TE p. 184 Activity Lab Book p. 21 <i>Centers – Drawing and Writing TE p.185</i>
Physical Science	K PS 1.a Students know objects can be described in terms of the materials they are made of (e.g., clay, cloth, paper) and their physical properties (e.g., color, size, shape, weight, texture, flexibility, attraction to magnets, floating, sinking). K IE 4.a observe common objects by using the five senses.	Lesson 2 – Wood and Metal TE pp. 186-191 <i>Day 1</i> Circle Time TE p. 186 <i>Centers – Art TE p. 191</i> <i>Day 2</i> Be A Math Wiz TE p. 187

STANDARD	OBJECTIVE	TEXT SUPPORT
Physical Science		<p>Flipbook p. 44: TE pp. 188-189 Develop Vocabulary TE p. 188</p> <hr/> <p>English Learners TE p. 189</p> <hr/> <p><i>Activity Book p. 49</i></p>
Physical Science	<p>K PS 1.a Students know objects can be described in terms of the materials they are made of (e.g., clay, cloth, paper) and their physical properties (e.g., color, size, shape, weight, texture, flexibility, attraction to magnets, floating, sinking).</p> <p>K IE 4.a observe common objects by using the five senses.</p>	<p>Lesson 3 – Working With Clay TE pp. 192-197</p> <p><i>Day 1</i> Be A Reader TE p. 193 Circle Time TE p. 192 <i>Be A Math Wiz TE p. 193</i></p> <p><i>Day 2</i> Flipbook p. 45: TE pp. 194-195 Develop Vocabulary TE p. 194 Centers – Cooking TE p. 197 <i>Be A Scientist TE p. 196</i> <i>Centers – Art TE p. 197</i></p>
Physical Science	<p>K.ES 4.e Communicate observations orally and through drawings.</p>	<p>Lesson 4 – Magnets TE pp. 198-203</p> <p><i>Day 1</i> Be A Reader TE p. 199 Circle Time TE p. 198 <i>Be A Math Wiz TE p.199</i></p> <p><i>Day 2</i> Magnets - A to Z Activity Book p. 26</p> <hr/> <p>English Learners TE p. 201</p> <hr/> <p>Flipbook p. 46: TE pp. 200-201 <i>Centers – Drawing and Writing TE p. 203</i></p>

STANDARD	OBJECTIVE	TEXT SUPPORT
<p>Physical Science</p>	<p>K.ES 4.e Communicate observations orally and through drawings.</p>	<p>Lesson 5 – Sink and Float TE pp. 204-209</p> <p><i>Day 1</i> Circle Time TE p. 204</p> <p><i>Day 2</i> Flipbook p. 47: TE pp. 206-207 Develop Vocabulary TE p. 206 Be A Scientist TE p. 208 Activity Lab Book p. 25 <i>Centers –Water Table TE p. 209</i> <i>Centers – Games TE p. 209</i></p> <p><i>Chapter 5 Assessment TE p. 210</i></p>
<p>Physical Science</p>	<p>K.PS 1.b Students know water can be a liquid or a solid and can be made to change back and forth from one form to the other. Describe the properties of common objects.</p> <p>K.IE 4.b Describe the properties of common objects.</p>	<p>Chapter 6 – Investigate Water</p> <p><i>Day 1</i> Vocabulary Activities – Science Vocabulary TE p. 212E <i>Evaporating Water - A to Z Activity Book p. 11</i></p> <hr/> <p><i>English Learners –Vocabulary Activities TE p. 212E</i></p> <hr/> <p><i>Science Activities –Chapter Project TE p. 212E</i></p>
<p>Physical Science</p>	<p>K.PS 1.c Students know water left in an open container evaporates (goes into the air) but water in a closed container does not</p> <p>K.IE 4.e Communicate Observations orally and through drawings.</p>	<p>Lesson 1 – Solid and Liquid TE p. 214-219</p> <p><i>Day 2</i> Be A Reader TE p. 215 Circle Time TE p. 214 <i>Be A Math Wiz TE p. 215</i> <i>Advanced Learners TE p. 217</i></p>

STANDARD	OBJECTIVE	TEXT SUPPORT
Physical Science		<p><i>Day 3</i> Be A Scientist TE p. 218 Activity Lab Book p. 26 <i>Centers – Cooking TE p. 219</i></p>
Physical Science	<p>K.PS 1.c Students know water left in an open container evaporates (goes into the air) but water in a closed container does not</p> <p>K.IE 4.e Communicate Observations orally and through drawings.</p>	<p>Lesson 2 – Where Did the Water Go? TE p. 220-225</p> <p><i>Day 1</i> Be A Reader TE p. 221 Circle Time TE p. 220 <i>Activity Book p. 57</i></p> <p><i>Day 2</i> Flipbook p. 50: TE pp. 222-223 Develop Vocabulary TE p. 222 Be a Math Wiz TE p. 221</p> <hr/> <p><i>English Learners TE p. 223</i></p>
	<p>K.ES 3.a Students know characteristics of mountains, rivers, oceans, valleys, deserts, and local landforms. Communicate observations orally and through drawings.</p> <p>K.IE 4.e Communicate Observations orally and through drawings.</p>	<p><i>Day 3</i> Be a Scientist TE p. 224 Activity Lab Book p. 27</p> <p>Centers – Art TE p. 225 <i>Centers – Cooking TE p. 225</i></p> <p><i>Chapter 6 Assessment TE p. 226</i></p>

STANDARD	OBJECTIVE	TEXT SUPPORT
<p>Earth Science</p>	<p>K.ES 3.a Students know characteristics of mountains, rivers, oceans, valleys, deserts, and local landforms. Communicate observations orally and through drawings.</p>	<p>Unit 2 – Earth Science</p> <p>Chapter 3 – Our Earth, Our Home</p> <p>Lesson 1 – Land High and Low TE p. 118-125</p> <p><i>Day 1</i> Be A Reader TE p. 119 Circle Time TE p. 118 <i>Vocabulary Activities - Science Vocabulary</i> <i>TE p. 116G</i></p>
	<p>K.IE 4.e Communicate Observations orally and through drawings.</p>	<p><i>English Learners – Vocabulary Activities</i> <i>TE p. 116G</i></p> <p><i>Day 2</i> Flipbook p. 28: TE pp. 120–121 Develop Vocabulary TE p. 120 Photo Sorting Cards, #26–32 <i>Landform Landscape - A to Z Activity Book p. 25</i></p> <p><i>Day 3</i> Flipbook p. 29: TE pp. 122–123 Develop Vocabulary TE p. 122 Photo Sorting Cards, #26–32 <i>Advanced Learners TE p. 123</i> <i>Centers – Art TE p. 125</i></p> <p><i>Day 4</i> Be A Scientist TE p. 124 <i>Activity Lab Book p. 14</i> <i>Centers – Art TE p. 125</i></p>
<p>Earth Science</p>	<p>K.ES 3.c Students know how to identify resources from Earth that are used in everyday life and understand that many resources can be conserved.</p>	<p>Lesson 2 – Water All Around TE p. 126-131</p> <p><i>Day 1</i> Be A Reader TE p. 127</p>

STANDARD	OBJECTIVE	TEXT SUPPORT
<p>Earth Science</p>	<p>K.IE 4.a Observe common objects by using the five senses.</p>	<p>Circle Time TE p. 126 <i>Be A Math Wiz TE p. 127</i></p> <p><i>Day 2</i> Flipbook p. 30: TE pp. 128–129 Develop Vocabulary TE p. 128</p> <hr/> <p>English Learners TE p. 129</p> <p><i>Activity Book p. 35</i></p> <p><i>Day 3</i> <i>Centers – Water Table TE p. 131</i></p>
<p>Earth Science</p>	<p>K.ES 3.c Students know how to identify resources from Earth that are used in everyday life and understand that many resources can be conserved.</p> <p>K.IE 4.e Communicate Observations orally and through drawings.</p>	<p>Lesson 3 – Earth’s Resources TE p. 132-139</p> <p><i>Day 1</i> Circle Time TE p. 132 Be A Math Wiz TE p. 133</p> <p><i>Day 2</i> Flipbook p. 31: TE pp. 134-135 Develop Vocabulary TE p. 134 <i>Natural Resources - A to Z Activity Book p. 37</i></p> <p><i>Day 3</i> Flipbook p. 32: TE pp. 136-137 Develop Vocabulary TE p. 136 Activity Book p. 37 <i>Animals are Resources - A to Z Activity Book p. 36</i></p> <p><i>Day 4</i> Be A Scientist TE p. 138 Activity Lab Book p. 16</p>

STANDARD	OBJECTIVE	TEXT SUPPORT
<p>Earth Science</p>	<p>K.ES 3.b Students know changes in weather occur from day to day and across seasons, affecting Earth and its inhabitants.</p> <p>K.IE 4.e Communicate observations orally and through drawings.</p>	<p>Lesson 4 – Recycle, Reuse TE p. 140-145</p> <p><i>Day 1</i> Be a Reader TE p. 141 Circle Time TE p. 140</p> <p><i>Day 2</i> Flipbook p. 33: TE pp. 142-143 Develop Vocabulary TE p. 142 Activity Book p. 40</p> <p><i>Day 3</i> Centers – Drawing and Writing TE p. 145 <i>Centers – Art TE p. 145</i></p> <p><i>Chapter 3 Assessment TE p. 147</i></p>
<p>Earth Science</p>	<p>K.ES 3.b Students know changes in weather occur from day to day and across seasons, affecting Earth and its inhabitants.</p> <p>K.IE 4.e Communicate observations orally and through drawings.</p>	<p>Chapter 4 – Weather</p> <p><i>Day 1</i> Vocabulary Activities – Science Vocabulary TE p. 148E</p> <p><i>English Learners – Vocabulary Activities TE p. 148E</i></p>
<p>Earth Science</p>	<p>K.ES 3.b Students know changes in weather occur from day to day and across seasons, affecting Earth and its inhabitants.</p> <p>K.IE 4.e Communicate observations orally and through drawings.</p>	<p>Lesson 1 – Changing Weather TE p. 150-157</p> <p><i>Day 2</i> Be A Reader TE p. 151 Circle Time TE p. 150 <i>Be A Math Whiz TE p. 151</i></p> <p><i>Day 3</i> Flipbook p. 35: TE pp. 152-153 Develop Vocabulary TE p. 152 <i>Weather Graph - A to Z Activity Book p. 46 and pp. 118-119</i></p>

STANDARD	OBJECTIVE	TEXT SUPPORT
<p>Earth Science</p>		<p><i>Day 4</i> Flipbook p. 36: TE pp. 154–155 Develop Vocabulary TE p. 154</p> <hr/> <p><i>English Learners TE p. 155</i></p> <hr/> <p><i>Weather Wheel - A to Z Activity Book p. 47</i></p> <p><i>Day 5</i> Be A Scientist TE p. 156 Activity Lab Book p. 18 <i>Centers – Drawing and Writing TE p. 157</i></p>
<p>Earth Science</p>	<p>K.ES 3.b Students know changes in weather occur from day to day and across seasons, affecting Earth and its inhabitants.</p> <p>K.IE 4.e Communicate observations orally and through drawings.</p>	<p>Lesson 2 – Effects Of Weather TE p. 158-165</p> <p><i>Day 1</i> Be A Reader TE p. 159 <i>Be A Math Wiz TE p. 159</i></p> <p><i>Day 2</i> Flipbook p 37: TE pp. 160-161 Develop Vocabulary TE p. 160 Activity Book p. 44 <i>Wearing Weather - A to Z Activity Book p. 47</i></p> <p><i>Day 3</i> Flipbook p. 38: TE pp. 162-163 Develop Vocabulary TE p. 162</p> <hr/> <p><i>English Learners TE p. 163</i></p> <hr/> <p><i>Day 4</i> <i>Be A Scientist TE p. 164</i> <i>Activity Lab Book p. 19</i></p>

STANDARD	OBJECTIVE	TEXT SUPPORT
<p>Earth Science</p>	<p>K.ES 3.b Students know changes in weather occur from day to day and across seasons, affecting Earth and its inhabitants.</p> <p>K.IE 4.e Communicate observations orally and through drawings.</p>	<p>Lesson 3 – Seasons TE p. 166-17:</p> <p><i>Day 1</i> Be A Reader TE p. 167 Circle Time TE p. 166 <i>Be A Math Wiz TE p. 167</i></p> <p><i>Day 2</i> Flipbook p. 39: TE pp. 168-169 Develop Vocabulary TE p. 168 <i>Activity Book p. 46</i></p> <p><i>Day 3</i> Be A Scientist TE p. 170 Activity Lab Book p. 20 <i>Nature Story Flip Book - A to Z Activity Book p. 28</i></p> <p><i>Chapter 4 Assessment TE p. 172</i></p>
<p>Life Science</p>	<p>K.LS 2.a Students know how to observe and describe similarities and differences in the appearance and behavior of plants and animals (e.g., seed-bearing plants, birds, fish, insects).</p> <p>K.LS 2.b Students know stories sometimes give plants and animals attributes they do not really have.</p> <p>K.IE 4.a Observe common objects by using the five senses.</p>	<p>Unit 1- Life Science</p> <p>Chapter 1 – Plants</p> <p>Lesson 1 – What Plants Need TE p. 20-27</p> <p><i>Day 1</i> Be A Reader TE p. 21 Circle Time TE p. 20 <i>Be A Math Wiz TE p. 21</i></p> <p><i>Day 2</i> Flipbook p. 7: TE pp. 22-23 Develop Vocabulary TE p. 22 Advanced Learners TE p. 23 <i>More to Read TE p. 23</i> <i>Watch a Plant - A to Z Activity Book Grow p. 15</i></p>

STANDARD	OBJECTIVE	TEXT SUPPORT
<p>Life Science</p>		<p><i>Day 3</i> Flipbook p. 8: TE pp. 24-25 Develop Vocabulary TE p. 24 English Learners TE p. 24</p> <p><i>Day 4</i> Be A Scientist TE p. 26 Activity Lab Book p. 1 <i>Centers – Art TE p. 27</i> <i>Vocabulary Activities – Word Power, Science Vocabulary TE p. 18G</i></p>
<p>Life Science</p>	<p>K.LS 2.c Students know how to identify major structures of common plants and animals (e.g., stems, leaves, roots, arms, wings, legs).</p> <p>K.IE 4.e Communicate observations orally and through drawings.</p>	<p>Lesson 2 – Parts of A Plant TE p. 28-33</p> <p><i>Day 1</i> Flipbook p. 9: TE pp. 30-31 Develop Vocabulary TE p. 30 Circle Time TE p. 28 <i>English Learners TE p. 31</i> <i>Germination - A to Z Activity Book p. 14</i></p> <p><i>Day 2</i> Be A Scientist TE p. 32 Activity Lab Book p. 2 <i>Centers – Art TE p. 33</i> <i>Centers – Games TE p. 33</i></p>
<p>Life Science</p>	<p>K.LS 2.a Students know how to observe and describe similarities and differences in the appearance and behavior of plants and animals (e.g., seed-bearing plants, birds, fish, insects).</p> <p>K.IE 4.a Observe common objects by using the five senses.</p>	<p>Lesson 3 – How Plants Grow TE p. 34-39</p> <p><i>Day 1</i> Be A Reader TE p. 35 Circle Time TE p. 34 <i>Be A Math Wiz TE p. 35</i></p> <p><i>Day 2</i> Flipbook p. 10: TE pp. 36-37</p>

STANDARD	OBJECTIVE	TEXT SUPPORT
<p>Life Science</p>		<p>Develop Vocabulary TE p. 36 <i>Activity Book p. 12</i></p> <p><i>Day 3</i></p> <p>Be A Scientist TE p. 38 Activity Lab Book p. 3 <i>Centers – Art TE p. 39</i> <i>Center – Music TE p. 39</i></p>
<p>Life Science</p>	<p>K.I.S 2.c Students know how to identify major structures of common plants and animals (e.g., stems, leaves, roots, arms, wings, legs).</p> <p>K.IE 4.d Compare and sort common objects by one physical attribute (e.g., color, shape, texture, size, weight).</p>	<p>Lesson 4 – Look at Leaves and Flowers TE p. 40-47</p> <p><i>Day 1</i></p> <p>Be A Reader TE p. 41 Circle Time TE p. 40 <i>Be A Math Wiz TE p. 41</i> <i>Flowers Glyph - A to Z Activity Book p. 12</i></p> <p><i>Day 2</i></p> <p>Flipbook p. 11: TE pp. 42-43</p> <p>Develop Vocabulary TE p. 42 Take A Trip TE p. 43 <i>Activity Book p. 13</i> <i>Just Trees - A to Z Activity Book p. 20</i></p> <p><i>Day 3</i></p> <p>Flipbook p. 12: TE pp. 11-12 Develop Vocabulary TE pp. 44-45 <i>More To Read TE p. 45</i> <i>Activity Book p. 14</i></p> <p><i>Day 4</i></p> <p>Be A Scientist TE p. 46 Activity Lab Book p. 4 <i>Centers – Art TE p. 47</i></p>

STANDARD	OBJECTIVE	TEXT SUPPORT
<p>Life Science</p>	<p>K.LS 2.c Students know how to identify major structures of common plants and animals (e.g., stems, leaves, roots, arms, wings, legs).</p> <p>K.IE 4.d Compare and sort common objects by one physical attribute (e.g., color, shape, texture, size, weight).</p>	<p>Lesson 5 – Plants We Use TE p. 48-53</p> <p><i>Day 1</i> Circle Time – TE p. 48 Be A Math Wiz TE p. 49 <i>Be A Writer TE p. 49</i></p> <p><i>Day 2</i> Flipbook p. 13: TE pp. 50-51 Develop Vocabulary TE p. 50 English Learners TE p. 51 <i>More To Read TE p. 51</i> <i>Vegetable and Fruit Book - A to Z Activity Book p. 45</i></p> <p><i>Day 3</i> Be A Scientist TE p. 52 Activity Lab Book p. 5 <i>Activity Book p. 16</i> <i>Vegetable Pizza - A to Z Activity Book p. 45</i></p> <p><i>Chapter 1 Assessment TE p. 54</i></p>
<p>Life Science</p>	<p>K.LS 2.a Students know how to observe and describe similarities and differences in the appearance and behavior of plants and animals (e.g., seed-bearing plants, birds, fish, insects).</p> <p>K.LS 2.b Students know stories sometimes give plants and animals attributes they do not really have.</p> <p>K.IE 4.a Observe common objects by using the five senses.</p>	<p>Chapter 2 – Animals</p> <p><i>Day 1</i> Vocabulary Activities – Science Vocabulary TE p. 56E English Learners – Vocabulary Activities TE p. 56E</p> <p>Lesson 1 – What Animals Need TE p. 58-65</p> <p><i>Day 2</i> Be A Math Wiz TE p. 59</p>

STANDARD	OBJECTIVE	TEXT SUPPORT
<p>Life Science</p>		<p>Circle Time TE p. 58 Flipbook p. 15: TE pp. 60-61 Develop Vocabulary TE p. 60 <i>Be A Writer TE p. 59</i> <i>A to Z Activity Book– Dogs as Pets p. 8</i> <i>Activity Book p. 17</i></p> <p><i>Day 3</i> Flipbook p. 16: TE pp. 62-63 Develop Vocabulary TE p. 62 Centers – Movement TE p. 65 <i>Advanced Learners TE p. 62</i> <i>Different and Same - A to Z Activity Book p. 9</i></p> <p><i>Day 4</i> Be A Scientist TE p. 64 Activity Lab Book p. 6 <i>Homes for Animals - A to Z Activity Book p. 16</i></p>
<p>Life Science</p>	<p>K.LS 2.a Students know how to observe and describe similarities and differences in the appearance and behavior of plants and animals (e.g., seed-bearing plants, birds, fish, insects).</p> <p>K.IE 4.e Communicate observations orally and through drawings.</p>	<p>Lesson 2 – Animals Are Everywhere TE p. 66-71</p> <p><i>Day 1</i> Be A Reader TE p. 67 Circle Time TE p. 66 <i>Be A Math Wiz TE p. 67</i></p> <p><i>Day 2</i> Flipbook p. 17: TE pp. 68-69 Develop Vocabulary TE p. 68 <i>English Learners TE p. 69</i> <i>Be A Scientist TE p. 70</i> <i>Activity Lab Book p. 7</i> <i>Centers –Art TE p. 71</i></p>

STANDARD	OBJECTIVE	TEXT SUPPORT
<p>Life Science</p>	<p>K.LS 2.a Students know how to observe and describe similarities and differences in the appearance and behavior of plants and animals (e.g., seed-bearing plants, birds, fish, insects).</p> <p>K.IE 4.e Communicate observations orally and through drawings.</p>	<p>Lesson 3 – Insects TE p. 72-77</p> <p><i>Day 1</i> Circle Time TE p. 72 Be A Math Wiz TE p. 73 <i>Be A Writer TE p. 73</i> <i>Inclusion TE p. 75</i></p> <p><i>Day 2</i> Flipbook p. 18: TE pp. 74-75 Develop Vocabulary TE p. 74 <i>An Ant’s Body - A to Z Activity Book p. 2</i> <i>Activity Book p. 21</i></p> <p><i>Day 3</i> Be A Scientist TE p. 76 Activity Lab Book p. 8 <i>Ant Fact - A to Z Activity Book p. 3</i> <i>Centers – Drawing and Writing TE p. 77</i></p>
<p>Life Science</p>	<p>K.LS 2.a Students know how to observe and describe similarities and differences in the appearance and behavior of plants and animals (e.g., seed-bearing plants, birds, fish, insects).</p> <p>K.IE 4.e Communicate observations orally and through drawings.</p>	<p>Lesson 4 – Reptiles TE p. 78-83</p> <p><i>Day 1</i> Circle Time TE p. 78 Be A Math Wiz TE p. 79 <i>Activity Book p. 23</i></p> <p><i>Day 2</i> Flipbook p. 19: TE pp. 80-81 Develop Vocabulary TE p. 80 English Learners TE p. 81</p> <p><i>Day 3</i> Centers – Water Table TE p. 83 <i>Be A Scientist TE p. 82</i> <i>Activity Lab Book p. 9</i> <i>Centers – Sand Table TE p. 83</i></p>

STANDARD	OBJECTIVE	TEXT SUPPORT
<p>Life Science</p>	<p>K.LS 2.a Students know how to observe and describe similarities and differences in the appearance and behavior of plants and animals (e.g., seed-bearing plants, birds, fish, insects).</p> <p>K.IE 4.e Communicate observations orally and through drawings.</p>	<p>Lesson 5 – Birds TE p. 84-89</p> <p><i>Day 1</i> Be A Reader TE p. 85 Circle Time E p. 84 Flipbook p. 20: TE pp. 86-87 Develop Vocabulary TE p. 86 <i>Advanced Learners TE p. 86</i></p> <p><i>Day 2</i> Be A Scientist TE p. 88 Activity Lab Book p. 10 <i>Chicken Life Cycle - A to Z Activity Book p. 4</i> <i>Eggs Hatching - A to Z Activity Book p. 5</i> <i>Centers – Games TE p. 89</i></p>
<p>Life Science</p>	<p>K.LS 2.a Students know how to observe and describe similarities and differences in the appearance and behavior of plants and animals (e.g., seed-bearing plants, birds, fish, insects).</p> <p>K.IE 4.c Describe the relative position of objects by using one references (e.g., above o below).</p>	<p>Lesson 6 – Fish TE p. 90-95</p> <p><i>Day 1</i> Circle Time TE p. 90 Flipbook p. 21: TE pp. 92-93 English Learners TE p. 93 Develop Vocabulary TE p. 92 <i>More to Read TE p. 93</i> <i>Be A Math Wiz TE p. 91</i></p> <p><i>Day 2</i> Centers – Games TE p. 95 Activity Book p. 28 <i>Be A Scientist TE p. 94</i> <i>Centers – Art TE p. 95</i></p>
<p>Life Science</p>	<p>K.LS 2.c Students know how to identify major structures of common plants and animals (e.g., stems, leaves, roots, arms, wings, legs).</p>	<p>Lesson 7 – Staying Safe TE p. 96-101</p> <p><i>Day 1</i> Be A Reader TE p. 97</p>

STANDARD	OBJECTIVE	TEXT SUPPORT
<p>Life Science</p>	<p>K.IE 4.e Communicate observations orally and through drawings.</p>	<p>Circle Time TE p. 96 <i>Be A Math Wiz TE p. 97</i></p> <p><i>Day 2</i> Flipbook p. 22: TE pp. 98-99 Develop Vocabulary TE p.98 <i>Be A Scientist TE p. 100</i> <i>Activity Lab Book p. 100</i> <i>Centers – Art TE p. 101</i></p>
<p>Life Science</p>	<p>K.LS 2.c Students know how to identify major structures of common plants and animals (e.g., stems, leaves, roots, arms, wings, legs).</p> <p>K.IE 4.e Communicate observations orally and through drawings.</p>	<p>Lesson 8 – Grow and Change TE p. 102-109</p> <p><i>Day 1</i> Circle Time TE p. 102 Be A Math Wiz TE p. 103 <i>Young and Old - A to Z Activity Book p. 50</i></p> <p><i>Day 2</i> Flipbook p. 23: TE pp. 104-105 Develop Vocabulary TE p. 104 <i>Young Animal Names - A to Z Activity Book p. 50</i></p> <p><i>Day 3</i> Flipbook p. 24: TE pp. 106-107 Develop Vocabulary TE p. 106 <i>Activity Book p. 32</i> <i>Alike and Different - A to Z Activity Book p. 51</i> <i>Be A Scientist TE p. 108</i> <i>Activity Lab Book p. 13</i></p> <p><i>Chapter 2 – Formal Assessment TE p. 111</i></p>